

# רמב"ם Maimonides School



## Elementary School Parent/Student Handbook

**2011-2012**

תשע"ב



*"The individual is responsible, not only for himself, but for the future. Perhaps his main responsibility is to the future and to the countless generations that will come after him. The motto of the Jew has always been the importance of the Mesorah, or tradition: pass on and transmit. You received from your father and you must transmit those traditions to your children."*

—The Rav, as quoted in *The World of Rabbi Joseph B. Soloveitchik* vol. II – page 14

For the last 73 years, Maimonides School has been educating generations of Jewish children. As our students continue to grow and learn, we can proudly proclaim that we are abiding by the objective stated by the Rav many years ago. It is our joyous duty as parents and educators to partner together in the sacred transmission of our Torah and traditions.

As such, we would like to take this annual opportunity to re-establish our dialogue and partnership with each of you. This Elementary School Handbook will inform you about Maimonides School's daily operations, and answer many of your questions regarding the lifestyle and values to which we ascribe. We are excited to have you join us in building a strong, vibrant, and joyous school community!

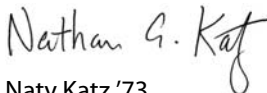
With best wishes for a productive and successful year,



Rabbi David Saltzman  
*Principal*



Reena Slovin  
*Associate Principal*



Naty Katz '73  
*Executive Director*

This handbook is designed to provide general guidance for school families and students about current school policies and programs. We reserve the right to amend, delete, or alter any of its contents as necessary. Maimonides families should understand that the statements contained in this handbook do not constitute a contractual undertaking on behalf of Maimonides School.

# TABLE OF CONTENTS

---

<b>Introduction</b>	<b>1</b>
Who's Who at Maimonides	1
Who's Who in the Elementary School	2
<b>I. The Religious Dimension</b>	<b>4</b>
<i>Tefilla</i>	4
Dress Code	4
<i>Kashrut</i>	6
Birthday Parties	6
Planning Ahead for Your Child's Bar/Bat Mitzvah	7
Summer Camps	9
<b>II. Academic Matters: Homework Policy</b>	<b>8</b>
Purposes of Homework	8
Time Spent on Homework	8
School Vacations/Weekend Homework	9
Parent Involvement in Homework	9
Differentiation of Homework for Diverse Learners	9
Grading and Late/Missed Homework Policies	10
<b>III. Communication</b>	<b>10</b>
<b>IV. Expectations for Behavior</b>	<b>12</b>
Behavior Management	12
Student Expectations	12
Logical Consequences for Misbehavior	12
<b>V. Meeting Individual Needs</b>	<b>13</b>
Enrichment	13
Student Support Services	13
<b>VI. General Policies and Procedures</b>	<b>16</b>
Arrival	16
Dismissal	16
Traffic and Parking Policies	17
Inclement Weather, Closings/Delays, Weather Dismissals	19
Library	20
Special Activities	20
After School Opportunities	21

Professional Days/Faculty Meetings	22
Food	22
Health Procedures	23
Class Placement	25
Volunteering	25
Family Learning	25
<b>Appendix: Who(m) to Call for What</b>	<b>26</b>

## INTRODUCTION

---

Welcome to Maimonides Elementary School! We are happy you have chosen to join the Maimonides community. We know that we can count on you to help us create a warm and welcoming atmosphere inspired by our unique mission and values. We encourage our families to familiarize themselves with the guidelines outlined herein. Further information can be found by checking out our website at [www.maimonides.org](http://www.maimonides.org).

### Who's Who at Maimonides

#### The All-School Administrative Team (ASAT)

Together, the All-School Administrative Team directs and manages all academic programs and operations of the school and is collectively responsible for student welfare and academic progress.

**Judy Boroschek**, *Middle & Upper School General Studies Principal*, oversees all General Studies faculty, programs, curricula, professional development, supervision and evaluation, and student progress in the Middle and Upper School.

**Brian Cohen**, *Assistant Principal for the Middle School*, directs all aspects of the Middle School, with a special focus on programming and student life.

**Barry Ehrlich**, *Director of Curriculum and Instruction, Grades K-12* oversees curriculum reviews, instruction, and faculty professional development for all grades.

**Brenda Hefter**, *Director of Student Support K-12*, oversees all student academic support.

**Rabbi Dov Huff**, *Middle & Upper School Assistant Principal*, assists the Principals in all aspects of school management, with a special focus on student life.

**Nathan Katz**, *Executive Director*, leads all academic and business operations of the school; chairs ASAT; supervises the principals; and reports to the Board of Directors.

**Rabbi Yaakov Jaffe**, *Middle & Upper School Judaic Studies Principal*, oversees all Judaic Studies faculty, programs, curricula, professional development, supervision and evaluation, and student progress in the Middle and Upper School, with a special focus on religious life.

**Rabbi David Saltzman**, *Elementary School Principal*, oversees all academic policies, religious life, faculty, programs, curricula, and student progress in the Elementary School.

**Reena Slovin**, *Elementary School Associate Principal*, oversees, with Rabbi Saltzman, all academic policies, religious life, faculty, programs, curricula, and student progress in the Elementary School, and coordinates student support services.

#### Admissions

**Ariella Brunwasser**, *Director of Admissions*, handles all matters related to student recruitment and admission to the school.

**Maryn Herberg**, *Admissions Assistant*, supports the Director of Admissions.

## Operations

**Mervin Alge**, *Director of Operations*, is responsible for buildings and grounds, security, buses, nurses, and logistics for school events. Our maintenance and custodial staff all report to Merv, as well as the security and cleaning service companies.

**Chris Russell**, *Director of Technology*, supports and maintains hardware, software and networks throughout the school including voicemail and email.

**Clinton Ray**, *Facilities Manager*, supervises the maintenance staff, and lives on-campus.

## Business Office

**Karen McAvoy**, *Director of Finance and Accounting*, oversees all Business Office functions, budgeting, financial planning, and payroll.

**Arline Tannenbaum**, *Operations Administrator*, manages human resources (including any questions about benefits), financial aid applications and grants.

**Elka Tovah Davidoff**, *Executive Assistant*, supports the Executive Director and the Business Office, and coordinates requests for room reservations.

## Office of Institutional Advancement

**Mike Rosenberg**, *Director of Alumni and Community Relations*, is responsible for all alumni and parent publications, coordination of fundraising events, and all alumni relations.

**Naomi Ribner**, *Director of Communications*, manages all publications and print materials, assists with special events, and serves as a resource to teachers and administrators. She is also the webmaster for [www.maimonides.org](http://www.maimonides.org).

**Ellen Pulda**, *PR & Media Relations Officer*, writes about the school for internal newsletters and external media, assists with special events, and works with the administration and lay leadership (including the PTA) to promote school spirit and visibility in the Boston Jewish community.

**Josh Sandler**, *Development Officer*, manages all fundraising efforts including the Annual Campaign.

## Who's Who in the Elementary School

<b>Administration:</b>	
Principal	Rabbi David Saltzman
Associate Principal	Mrs. Reena Slovin
K-12 Director of Support Services	Mrs. Brenda Hefter
Director of Admissions	Ms. Ariella Brunwasser
Social Worker	Ms. Katie Hillman
Director of After-School Programs	Dr. Deborah Mehl
Administrative Assistant	Mrs. Anastasia Schnittke
Administrative Asst. & Admissions Asst.	Ms. Maryn Herberg
School Nurse	Mrs. Robin Shuman

Substitute School Nurse	Mrs. Nancy Lastoff
<b>Teaching Staff:</b>	
K General Studies	Ms. Kristen Fucarile
<i>K Limudei Kodesh</i>	<i>HaMorah</i> Myriam Lebowitz
<i>K Limudei Kodesh</i>	<i>HaMorah</i> Irene Blechner
Gr. 1 General Studies	<i>HaMorah</i> Julia Gilbert
<i>Gr. 1 Limudei Kodesh</i>	<i>HaMorah</i> Rosalie Koblick
Gr. 1 Classroom Assistant	TBA
Gr. 2 General Studies	Ms. Allison Longo
<i>Gr. 2 Limudei Kodesh</i>	<i>HaMorah</i> Nehama Libman
Gr. 2 Classroom Assistant	Ms. Jenna Adler
Gr. 3 General Studies	Mr. Avi Pittleman
<i>Gr. 3 Limudei Kodesh</i>	<i>HaMorah</i> Michal Bessler
Gr. 3 Classroom Assistant	Mrs. Rose-Jane Sulman
Gr. 4 General Studies	Mrs. Victoria Zenlea
<i>Gr. 4 Limudei Kodesh</i>	<i>HaMorah</i> Chaya Durani
Gr. 5 General Studies	Mrs. Zippy Portman
<i>Gr. 5 Limudei Kodesh</i>	Rabbi Dovid Reisman
Ivrit Teachers	<i>HaMorah</i> Efrat Lipshitz
	<i>HaMorah</i> Galit Konstantine
	<i>HaMorah</i> Orit Steinberg
Art	Ms. Anne-Marie Moore
Music	Ms. Emily Bilodeau
Science	Ms. Katie Muratore
Physical Education	Mr. Ernie D'Agelli
	Mrs. Deborah Caban
English Literacy Specialist	Mrs. Lilly Hearn
<i>Ivrit</i> Literacy Specialist	<i>HaMorah</i> Galit Konstantine
Support Services Staff	Mrs. Maxine Zizmor
	Mrs. Brenda Slobodkin
	Mrs. Beverly Levenson
	<i>HaMorah</i> Limor Cohen-Melul
Elementary Math Curriculum Coordinator	Mrs. Debbie Shein-Gerson
Math Specialists	Mrs. Donna Verdun
	Mrs. Elaine Geracht
Building Substitute	Mr. Sam Tarlin
Maintenance	Mr. Beni Alvarado
Gateways Speech/Language Specialist	Mrs. Leslie Kates
Gateways Speech/Lang/Reading Specialist	Mrs. Jen Newman
Gateways Occupational Therapist	Mrs. Rochelle Goldin
Gateways Learning Specialist	Mrs. Beth Crastnopol
Gateways Day School Coordinator	Mrs. Sharon Goldstein
<i>Shlichot</i> of Bnei Akiva	Hodaya Wasserzug
	Dovrat Ostroff

## I. THE RELIGIOUS DIMENSION

---

Maimonides School aims to provide more than just a theoretical Jewish education. Our goal is to offer daily opportunities for students to learn Torah, practice Mitzvot, and grow in their Midot within a community of people who share that love, joy, and commitment. Our ultimate purpose is to foster within each child a commitment to Halacha that extends throughout his/her entire life. We strive to inculcate our students with the tools, character, and values that empower them to begin reflecting upon their emerging religious identity. Students are both supported and challenged as they learn to appreciate the unique responsibilities they hold in relation to their parents, teachers, classmates, community, and planet, as well as their special and powerful relationship with God.

### ***Tefilla (Prayer)***

By praying each day with their classmates, students learn the beauty and power that resides within a prayer community. This daily practice effectively familiarizes students with the daily Tefillot. Classes begin with Tefilla and it is therefore expected that students arrive on time by 7:55 AM.

### **Dress Code**

The prophet Micha declares, "What does Hashem ask of you: Only to do justly, love mercy, and **walk modestly with God**" (6:8). From this context, it is clear that a sense of modesty should pervade a Jew's conduct throughout his/her life journey. It is this overarching aim that inspires the Sages to latch onto particulars to help give shape to what can otherwise become theoretical.

Here at Maimonides School, we help students understand the value of modesty through their speech, actions, and dress. Our dress code is one implementation of this value. We request that parents support this goal by sending their children to school in suitable clothing. We recognize that modern fashion often makes finding appropriate clothing more difficult, and welcome you to consult with other Maimonides parents for tips. Additionally, Principal Rabbi David Saltzman and Associate Principal Reena Slovin are happy to help you navigate these issues.

### **Attire**

- **Shoes—Grades K-2:** In order to be prepared for physical education classes and twice-daily recess, both boys and girls in Grades K-2 are required to wear sneakers every day. Shoes with straps, heels, or buckles—such as sandals or Shabbat-type shoes—are not permitted for safety reasons.
- **Shoes—Grades 3-5:** In the interest of safety at recess and on the stairs, students in Grades 3-5 are encouraged to wear sneakers daily. High heels, flip-flops, or other shoes not suitable for active play should not be worn. Sneakers are required for all physical education classes.
- **Outdoor Gear:** Due to the health benefits of outdoor activity, it is our school's policy to allow students to have recess in the yard barring severe weather conditions (temperatures below 20 degrees). We therefore request that your children come to school properly dressed for the elements—wearing hats,

coats, boots, gloves, and other accessories. Parents will be called to bring clothing appropriate for the season if students arrive unprepared.

- **Special Dress:** On weekday holidays, we like to create a festive atmosphere by having students wear different clothing. On Rosh Chodesh, all students should wear white tops. On Yom HaAtzma'ut and Yom Yerushalayim, boys should wear blue slacks and white tops, and girls should wear blue skirts and white tops. On Yom HaShoah and Yom HaZikaron, boys should wear black pants and white tops and girls should wear black skirts and white tops. Please check out the school calendar and read our weekly newsletter for announcements regarding special attire.
- **Hats:** Baseball caps, winter hats, or any other hats must be removed when entering the school building.
- **Messages on Shirts:** Shirts containing messages or pictures not in keeping with the atmosphere of a religious school are not permitted.
- **Events/Trips:** The dress code is in effect for all special events (e.g., science fair, end-of-year bash) and for all activities, including field trips.
- **Purim:** Although students are permitted to dress up and to wear makeup or face paint on Purim, it is expected that standards of modesty will be maintained. Also, no weapon facsimiles or military toys of any sort may be brought to school on Purim.
- **Make-up:** Make-up of any type may not be worn, except for during the *Purim* carnival.
- **Shorts:** Only Kindergarten students are permitted to wear shorts.
- **Field Day:** On field day and color war, both girls and boys should wear loose-fitting pants.

### Attire Specific to Boys

- Boys must wear Kippot and Tzitzit to school as well as at special activities and events. Clips or bobby pins are helpful in keeping Kippot on the heads of active boys.
- In accordance with Torah law, boys' sideburns may not be trimmed higher than mid-ear.
- All boys in **Grades 3-5** must wear polo or buttoned dress shirts, with full collars; sweaters, turtlenecks, and jackets do not qualify as collared shirts. Shirts should be fully buttoned, except for the top button at the collar.
- Boys may not wear jeans, wind pants, track pants, sweatpants, or T-shirts during the school day, except during gym.

### Attire Specific to Girls

- **Skirts:** Girls must wear skirts or dresses to school. Skirts must be long enough to cover the knees when seated. Slits in skirts may not be higher than the knee. Loose-fitting skirts are strongly suggested, as they allow girls to be full participants in active play at recess.
- **Sleeves:** Dresses, blouses, and shirts must have sleeves that extend midway between shoulder and elbow (i.e., no cap sleeves).

- **Tops:** Tops must be long enough to overlap with skirts (or pants during gym) at all times, even with the arms raised. Tops, shirts, and sweaters should not be excessively tight, and the neckline must not dip too low.
- **Pants:** Girls in Grades 1-5 may wear tights, leggings, or pants under skirts. They may not wear jeans or pajama pants under skirts. Loose-fitting sweatpants (not yoga pants, leggings, tights, or shorts) may be worn alone during gym or for field day.

## **Kashrut**

The Maimonides community keeps Kosher according to the standards set by Orthodox rabbinical authorities. We respectfully ask that families serve Kosher food in their homes to their children's classmates, and that Kosher food items are brought for lunches and snacks. If a class party is taking place, parents should please bring store-bought rather than homemade treats.

The following are the Kosher symbols authorized by the school:



Although they can be misleading, the plain letter K and other symbols are unreliable indicators of the Kosher status of a food item. As questions arise, we encourage you to use the following resources to stay informed about these issues:

1. Principal Rabbi David Saltzman at 617-232-4452 x311;
2. Your local Orthodox Rabbi;
3. The Va'ad HaRabbonim at 617-426-2139;
4. The Kashrut Division of the Union of Orthodox Jewish Congregations of America at 212-563-4000 or [www.oukosher.org](http://www.oukosher.org);
5. A good website on keeping Kosher in the Boston area is the Kashrus.com website at: [www.kashrut.com/travel/Boston](http://www.kashrut.com/travel/Boston)

## **Birthday Parties**

### **Birthday Parties at School**

In Kindergarten, the teachers plan and organize a classroom birthday party for each child, and summer birthdays are celebrated at the beginning of the year. Instead of sending treats, parents may purchase a book in honor of their child's birthday through the PTA's Birthday Book program, mentioned in the Library section of this handbook.

### **Birthday Parties Outside of School**

In order to be considerate of all children, Maimonides School asks parents to select from one of the following guidelines when inviting their child's classmates:

1. Invite the entire grade or class;

2. Invite all the boys or all the girls in the grade or class;
3. Invite a very small number of friends from the grade or class.

Please mail invitations to children's homes rather than distributing them in school.

### **Movies**

Care should be taken that movies shown at parties are those with which parents of all children will feel comfortable.

### **Kashrut**

At these celebrations, please follow the kosher guidelines mentioned earlier.

## **Planning Ahead for Your Child's Bar/Bat Mitzvah**

To assist families in planning Bar or Bat Mitzvah celebrations, Maimonides School maintains an online calendar of date reservations, maintained by one of our parents, Dan Gruen. It can be viewed at

**<http://www.maimonides.org/pwDocs/simchaCalendar.php>**

(User name: maimoparents; password: horim).

We encourage all our families to sign up as early as possible by e-mailing **MaimoSimchaList@gmail.com** to add a date request or discuss a potential conflict.

## **Summer Camps**

The summer camp experience is an important one in a child's life, with significant social, emotional and religious implications. The environment created by summer camps has a profound impact on children and pre-teenagers. Should you need assistance in finding a camp in which Torah values are reinforced, Rabbi Saltzman will be happy to provide you with guidance.

## **II. ACADEMIC MATTERS: HOMEWORK**

---

The Maimonides School community strongly believes in the myriad benefits derived from a quality education. Classroom study is sometimes supplemented by assigned work at home. The section below outlines Maimonides Elementary School's homework policies.

### **1) PURPOSES OF HOMEWORK**

**All homework assignments must fulfill one of the following four purposes:**

- 1) **Pre-learning** (reading a book, reading an article, researching on the computer)
- 2) **Checking for Understanding** (responding to journal questions, explaining strategies for solving math problems;)

- 3) **Practice** (rote skills, spelling words, reading, support and modifications for children who need extra review of skill)
- 4) **Processing** (reflection, application and enrichment)

The following best homework practices should be made clear to students by teachers and parents:

- Designate an appropriate location for homework completion.
- Go through backpack to make sure all homework materials are there.
- Keep all materials near desk or work table.
- Put materials away when completed.
- Make sure food is not around while completing homework.
- Have a parent check that student has completed assigned homework.

## 2) TIME SPENT ON HOMEWORK

- The time allotment is meant to be the goal for amount of homework assigned. On occasion, less homework may be assigned, but never more.
- If a student has not completed the assigned homework within the time limit allotted, he/she should stop working and a note should be sent by the parent to the teacher.
- The time allotment is inclusive of assignments, test preparation, long-term project preparation and reading practice.
- The time allotment is coordinated among teachers of all subjects at a given grade level, including specials and science, and may focus on one subject or another on a given night.
- Some assignments may be given over the course of several nights or an entire week, and the time-per-night indicated is an average of the total time. Students may choose to apportion this work over the course of the week any way that they want.
- Homework is considered work to be completed at home, and class time should not be devoted to its completion, other than directions, examples and explanations.

**Grade 5:** 60 minutes average, 4 nights a week

**Grade 4:** 50 minutes average, 4 nights a week

**Grade 3:** 40 minutes average, 4 nights a week

**Grade 2:** 30 minutes average, 4 nights a week

**Grade 1:** 15 minutes average, 4 nights a week

## 3) SCHOOL VACATIONS / WEEKEND HOMEWORK

Teachers should not assign homework right before a weekend or school vacation that is due immediately after the weekend or vacation, nor schedule tests for immediately after a weekend or vacation. School vacations and weekends are for social/emotional development, strengthening of parent-child bonds, exercise and unregimented play. Students should be encouraged to budget their time so as not to need to study over weekends or vacation. Reading should be strongly

encouraged but not required. Some parents and students may choose to do skill practice and review over the weekend if this fits best with their child's and/or family's learning and work style.

#### **4) PARENT INVOLVEMENT IN HOMEWORK**

##### **Parents are encouraged to...**

- Ask their child about what the child is studying in school.
- Ask their child to show them any homework assignments.
- Assist their child in organizing homework materials.
- Help their child formulate a plan for completing homework.
- Provide an appropriate space for their child to do homework.

##### **Parents may, if they wish...**

- Help their child interpret assignment directions.
- Listen to their child read required reading aloud.
- Give practice quizzes to their child to help prepare for tests.
- Help their child brainstorm ideas for papers or projects.
- Discuss or study with their child subject matter related to topics learned at school.
- Praise their child for completing homework.

##### **Parents should not...**

1. Attempt to teach their child concepts or skills with which the child is unfamiliar.
2. Complete assignments for their child.
3. Allow their child to sacrifice sleep to complete homework, if the child has already put in the required time. If the parent instructs the child to stop the homework once the allotted time has elapsed, they should inform the teacher.

#### **5) DIFFERENTIATION OF HOMEWORK FOR DIVERSE LEARNERS**

Support students and enrichment students are the prime groups to receive modified homework when appropriate. Either the classroom teacher or the support/enrichment teacher can play a key role in modifying the homework with the input of others if applicable.

Differentiation of homework for some students may include one or more of the following modifications:

1. Time maximums set in place for differentiated homework;
2. Simpler or more complex questions for different students;
3. Fewer or more questions/problems to complete for different students
4. Assignments that are based on the same learning principles but require a different mode of expression other than in writing (for example, visual or oral expression)
5. Due dates may be made more flexible.

6. Students with OT issues, including poor handwriting, can receive modifications such as typing homework, using AlphaSmart, and/or using voice recognition devices.

## 6) GRADING AND LATE HOMEWORK POLICIES

### Grading Policies

*Grades 1-5:* Homework should be checked by the teacher and handed back in a timely manner with meaningful comments and feedback. This practice enables homework to be a useful instructional and learning tool.

### Late Homework:

- In general, if homework is not completed, it should be done the following night.
- Students who have an ongoing issue with homework completion will work together with faculty and parents to devise a plan to address the problem.
- Teachers may ask parents to sign off on homework assignments after they are completed.

### Missed Homework

In the event of an absence, the school suggests that the parent find a classmate to bring home the day's assignments.

In the event that a student takes a vacation that is not during a regular school vacation, teachers are not expected to provide missed school work or homework in advance. Upon the student's return to school, parents are responsible for getting the missed work from their child's teachers and seeing to it that it is completed by the student. Parents should encourage their child to contact a classmate or pre-assigned "buddy" to help them find out what work has been missed.

## III. COMMUNICATION

---

Open, regular communication between teachers and parents is crucial to the success of children at school. Maimonides School aims to foster dialogue between parents and teachers around how best to meet the needs of each child. Parent-teacher conferences and report cards are a formal method by which teachers will be reaching out to parents throughout the year, while informal e-mails offer a great way for staying in touch on an ongoing basis as needed.

**Conferences:** Parent-teacher conferences are held twice yearly in the fall and spring, and sign up is conducted online. Parents will receive information in the mail approximately 6-8 weeks in advance with complete instructions. A meeting between parents and teachers may be arranged individually should the need arise. Teachers should be parents' first point of contact, and administrators should be reached out to as well if an issue remains unresolved.

**Report Cards:** Electronic report cards focus on both the social/emotional aspects of the child's development, as well as his or her growing academic skills and knowledge. They are scheduled for distribution before conferences and at the year's end. Each report includes a narrative portion along with feedback about specific skills.

**Class Newsletters:** Teachers will send home news of class activities through parent letters or class newsletters throughout the year.

**ES Update:** This weekly e-newsletter highlighting Elementary School news and events is emailed to parents and may also be viewed from the school website.

**Kol Rambam:** Published quarterly, the Kol Rambam provides informative articles about the Elementary, Middle, and Upper Schools. An e-supplement, Kol Rambam Weekly, is both distributed and posted to the school website.

**Website:** Information, useful forms and documents, photographs, curriculum outlines, and news about the Elementary School are available on the Maimonides School website at [www.maimonides.org](http://www.maimonides.org).

**Telephone and E-mail:** Messages for students received during the day will be communicated to them through their teachers. To leave a message for a teacher or administrator, please call the main number, 617-232-4452, to reach a directory of teachers' voicemails.

**Communicating Concerns:** Concerns will be addressed in a timely fashion, and all e-mails or phone calls will be responded to by the end of the next school day. A parent with a concern about his or her child should follow this procedure:

- Contact the teacher directly by sending an e-mail or leaving a voicemail. Often, the parent and the teacher together have the information needed to handle the situation.
- The teacher will respond by contacting the parent to set up a meeting or arrange for a phone call to discuss the matter.
- Parents should not interrupt the teacher in class or during the school day, nor should parents call a teacher at home.

### **Keep Us Informed**

When children come to school, it is important to remember that they are products of their home life. Everything that happens in the home significantly affects our children—including their behavior, attitudes, and ability to concentrate. Therefore, it is essential that the school be made aware of any unusual events taking place in your family. This includes births, marriages, anticipated trips, illnesses, deaths, or special occasions. Please keep us posted regarding the ups and downs of your family life so that we can deal with your child in the most informed, sensitive, and understanding manner.

## IV. EXPECTATIONS FOR BEHAVIOR

---

### Behavior Management

Our goal is to create and maintain an environment in which everyone has an opportunity to act responsibly, to feel respected, and to learn. The following guidelines were developed by the faculty.

#### Student Expectations

Each student should strive to demonstrate the following expected behaviors which make up the Classroom Code of Conduct:

##### Respect

- We raise our hands and wait to be called upon to speak.
- We ask permission to use things that do not belong to us.
- We are polite to others, treating them as we want to be treated.
- We listen politely when others speak.

##### Responsibility

- For our safety and learning, we follow our teachers' directions.
- We accept responsibility for our decisions.
- We support and participate in class lessons and activities.
- We complete all work as best we can.

##### Safety

- We do not touch others.
- We stay where we belong.
- We use things for what they are designed to do.

In addition, students should be reminded of the following rules.:

- We walk at all times in the building, except in the gymnasium.
- We contribute to respectful *davening* and *benching*.
- We speak softly in the school hallways and cafeteria.
- We keep the school clean by picking up after ourselves in the classrooms, the hallways, the restrooms, the cafeteria, and the recess yard.

#### Logical Consequences for Misbehavior

Logical consequences are related directly to children's behaviors and help guide them through mistakes. The use of logical consequences is part of an approach to discipline used within the Maimonides Elementary School. Logical consequences are a powerful way of responding to children's misbehavior that is not only effective in stopping the behavior but respectful of children and helps them take responsibility for personal actions.

The goal of logical consequences is to help children develop internal understanding, self-control, and a desire to follow rules by challenging students to value compliance over consequence. Logical consequences help children look

more closely at behaviors and consider the results of choices. Logical consequences are respectful of the child's dignity and respond to the misbehavior in ways preserving the dignity of the child.

### **Electronic Games and Cell Phones**

We encourage students to use recess time to enjoy the fresh air and to be active. Students are welcome to bring in **soft** balls or other equipment suitable for playing in a busy play school yard. We have found that cell phones, iPods, GameBoys® and similar electronic devices detract from the time our children spend enjoying the fresh air. Likewise, trading cards have proven to be a disruption to classes and recess. Therefore, we ask parents to refrain from sending children to school with any of these devices.

## **V. MEETING INDIVIDUAL NEEDS**

---

Maimonides faculty members take great care to plan lessons which challenge students at their own level. Teachers approach students as individuals with unique and diverse learning styles and behaviors. They make every effort to differentiate their classroom instruction based upon student readiness levels, learning preferences, and interests. Maimonides faculty analyze student learning in order to better adapt content, activities and assessments, thereby enabling all students to succeed at school. An extensive support staff allows the

### **Enrichment**

Most academic enrichment for students is provided within the regular classroom. Maimonides is committed to differentiated instruction as a way to meet the unique needs, learning styles, and interests of all students. Differentiated instruction is effective, research-based teaching concurrently meeting the needs of all learners in the classroom through methods such as tiered instruction, learning centers, anchoring activities, curricular modifications, and the provision of challenge assignments and projects. Teachers are encouraged to seek ways to assess students in order to determine their needs and to provide quality enrichment opportunities for those for whom it is appropriate. Ongoing assessments before and after each unit give teachers an accurate sense of each student's level of mastery. They are supported in these efforts by instructional assistants and learning specialists.

A number of enrichment activities are offered outside the regular classroom, taught by contracted professionals. Some activities are voluntary and open to any interested student. Other enrichment activities are offered to selected students based on academic skill level. Parents will be contacted if their child's teacher determines that he or she would benefit from enrichment.

### **Student Support Services**

A wide variety of support is available to Elementary School students through the Department of Student Support Services. This department includes English and Hebrew reading and literacy Specialists, Math Support and Enrichment Specialists, and general Curriculum Support Teachers for both General Studies and Limudei

Kodesh. Classroom teachers are encouraged to consider support service specialists a regular part of the grade level team and to partner with them in assessing and meeting the needs of each student. Individual learning specialists are assigned to work with specific grades and/or classes and meet regularly with classroom teachers. Decisions about what services are provided to which students, are made collaboratively under the direction of Brenda Hefter, Reena Slovin, and Maxine Zizmor.

### **Referral Process for Student Support Services**

Teachers are asked to monitor students closely for signs of difficulty with any of the following: language comprehension or expression; speech articulation; reading accuracy, fluency or comprehension; gross or fine motor deficiencies; memory; attention; or any other learning difficulties. Feedback about observations in these areas should be relayed to Reena Slovin or Maxine Zizmor to determine the appropriate course of action. The following process for referring a student for support services should be followed:

- 1) Possible Sources of Referral:
  - a. Parent notices issue;
  - b. Teacher notices issue;
  - c. Regularly administered classroom interim assessments indicate need for intervention.
- 2) Parents notified by classroom teacher; internal informal assessment completed by specialist(s) to determine possible need for intervention.
- 3) Findings reported to teachers (by the specialist) and to parents (by classroom teacher); decision made as to intervention.
- 4) Trial short-term intervention is implemented by the appropriate specialist *for 8 weeks*.
- 5) Progress monitored and follow-up assessments completed by specialist.
- 6) Results reported by specialist to parents and classroom teachers; decision made as to continued intervention.
- 7) If continued intervention determined necessary:
  - a. New Maimonides educational plan sent to parents.
  - b. Progress monitoring and further assessments completed by specialist.
  - c. Specialist collaborates with classroom teacher in writing of regular progress reports.
  - d. Specialist joins classroom teachers at parent-teacher conferences.
  - e. *After six months*, if student still needs intervention, recommendation is made for formal evaluation and parent is notified by specialist.
- 8) If formal evaluation indicates recommendation for Student Support Services:
  - a. Maimonides team convenes to determine extent of Maimonides services.
  - b. When appropriate, public school, Gateways, or private services are obtained in addition to Maimonides services.
  - c. Revised Maimonides educational plan is written.
  - d. Support progress reports are written and sent to parents along with regular progress reports.

- e. Students receiving ongoing support receive an updated Maimonides educational plan annually in September.

### **Outside Additional Support Services**

We have expanded the support services provided by our department by partnering with the Day School Program of Gateways: Access to Jewish Education. Gateways is committed to helping students with learning differences succeed at their day schools; it provides specialized services above and beyond, and in coordination with, the school's existing support services. Gateways staff includes occupational therapists, speech-language pathologists, and reading specialists to provide more specialized and individualized intensive support. Gateways provides offers services to students in and out of the classroom, consults with classroom teachers, and meets with school staff, Maimonides learning specialists, and parents.

At times, families may be advised by the school that a student might benefit from private tutoring. In other cases, parents may independently decide that private tutoring is desired for their child. In both cases, the school will work closely with the tutor to help each student derive maximum benefits. When we are able to, the school is happy to make recommendations for private tutors in both General Studies and Limudei Kodesh/Ivrit. Please contact Maxine Zizmor.

Many families opt to take advantage of support services that are provided by the public schools for eligible students who have been formally evaluated. Coordination of these services is facilitated by Maxine Zizmor as well.

### **Whom to Contact Regarding Student Support**

1. To discuss your child's academic progress, please contact his/her classroom teacher as a primary contact.
2. If your child is receiving formalized support and you have questions specific to your child's support services, please contact his/her learning specialist(s).
3. To find out more about Maimonides Elementary School support services, Gateways services, or other special needs resources, please contact Reena Slovin, Elementary School Associate Principal.
4. If you have questions or need help with the process of having your child evaluated or tutored, please contact Maxine Zizmor, Overall Case Coordinator K-5.

Learning specialists will meet weekly with Building Administration and Grade Level teams to discuss students' progress and to assure that classroom modifications and recommendations are in place.

### **Communication with Parents**

There are a number of times throughout the year when the learning specialists are in contact with parents:

- In September, learning specialists contact the parents of each student receiving services. A child will not receive support services without parent notification. An updated Maimonides Educational Plan is also sent at this time.

- When it is necessary to change the amount or type of services the child is receiving, the learning specialist(s) will contact the parents to discuss the change.
- Student Support Progress Reports are sent home with the child's grade report. The progress reports list the type of service(s) the child is receiving, the skills he/she is working on, and how the child is progressing toward learning these skills.
- Learning specialists are also available to talk with parents during parent-teacher conferences.

### **Social and Emotional Growth**

Of equal importance to the many academic goals the school has for our students, we desire for them to learn social skills and to grow into emotionally healthy persons. Teachers offer explicit lessons in the social curriculum through organized activities such as Open Circle or the Responsive Classroom's Morning Meeting; they offer less direct social learning throughout the day. The school social worker partners with teachers in this endeavor. Faculty concerns about student interactions or emotions are shared with the social worker in monthly grade level meetings. The social worker may choose to or social work intern may work directly with selected students, or may advise teachers about areas of concern. Concerns regarding students' social, emotional, or mental well-being should be referred directly to the school social worker or administration.

## **VI. GENERAL POLICIES AND PROCEDURES**

---

### **Arrival**

Classes begin promptly at 8:00 AM, and students should arrive at school between **7:45 AM and 7:50 AM**. As the building is unsupervised, students may not enter without a parent before 7:30 AM.

**Late Students:** Attendance is taken at 9:00 AM. Students arriving after 8:00 AM are marked tardy, and those arriving after 9:00 AM should check in at the office.

**Arrival/Dismissal Form:** In the interest of safety, parents are asked to complete the Arrival/Dismissal Form that indicates how each child will travel to and from school. This form is mailed out in July by the school office.

### **Dismissal**

- **3:00 PM (Grades K-2)**  
All students are picked up in the Brener driveway at this time.
- **3:45 PM (Grades 3-5)**  
Students in K-5 are generally picked up at the Brener building. The school office should be notified on the Arrival/Dismissal Form regarding students who are picked up at the Saval campus.

**Friday Dismissal Times:** Please note the changes in Friday dismissal times that occur throughout the year.

- Fall 2:30 PM
- Winter 1:00 PM
- Spring 2:30 PM

**Walkers and Bikers:** Walkers and bikers should check out with the teacher on dismissal duty before leaving the school campus.

**Check the School Calendar:** It is helpful to regularly consult the school calendar to ensure that carpool arrangements accommodate occasional early dismissals due to special events or faculty meetings.

**Keep Us Informed:** Please communicate play dates, or changes in pick ups and bus attendance to the school office **and** classroom teachers. This can be done by writing a note or sending an e-mail. If advance notice cannot be given, please call the school office before noon (x300). If another student will be going home with your child on the bus, the parents of both children are asked to please send a note to the office staff to inform them of the change.

**Instruct Your Caregivers:** If a babysitter or nanny will be picking up your child, please advise him/her regarding the school's pick-up protocol.

**Stay in Your Car:** To ensure a safe and efficient dismissal, all drivers must remain in their cars. Please see *Traffic and Parking Policies* below for more detailed instructions regarding pick-up procedures at the Brener Building.

**Help Us Keep Your Children Supervised:** For their own safety, students may not be left unsupervised in the Brener and Saval buildings. After 3:15 PM, students in K-2 who have not been picked up will be placed in the After-School Recess program and their parents will be sent a bill. After 4 PM, all students who have not been picked up will be placed in the MateS Program in the Brener building and their parents will be sent a bill.

**Promptly Pick-Up Your Child:** Children must be promptly picked up at the conclusion of any after school program. Students who remain after school beyond their scheduled pick-up time will be placed in the MateS Program and their parents will be sent a bill.

**Discuss the Plan with Your Child:** Please be sure your child knows where to go at dismissal time – After-School Recess, After-School Program, carpool, bus, etc.

**Taking Your Child Off Campus:** We ask that parents make every effort to schedule medical and dental appointments for non-school hours. If that is not possible, please follow the procedures below.

1. A note or e-mail should be sent to the classroom teacher and office staff stating the date and time he/she will be leaving and returning.
2. Your child will be sent down to the office when you come into the building to pick him/her up.
3. Please escort your child to the school office upon your return.

## Traffic and Parking Policies

Safety and security are top priorities at Maimonides School. We ask for parent cooperation in observing traffic and other guidelines, which may be updated

periodically. Parents are asked to read all safety guidelines carefully. In September, a week is designated as "Safety Week" and proper procedures are taught.

The Talmud speaks of the concept of *dina d'malchuta*, "the law of the land." This means one is required to carefully adhere to the various rules and regulations of one's country of residence, such as pulling over for emergency vehicles. In addition, the rule of *darkei shalom*, "peaceful ways," of which the Talmud speaks so frequently, obligates us to go out of our way to be good neighbors. In consideration of these *halachot*, we ask that all parents and visitors to Maimonides School be extremely cautious in following traffic regulations, and in being courteous to our neighbors.

Over the past year we have been negotiating with the Brookline Transportation Board (BTB), Brookline Police Department (BPD), and most importantly the surrounding neighbors in finding a solution to parking and student drop-off/ pick-up issues on both campuses. We need to maintain a safe and cordial relationship with the neighbors and the Town of Brookline. Your assistance in making this a successful program for Maimonides School will be most appreciated.

The BTB has instituted a faculty/staff permit parking program for Maimonides School. This program will allow our faculty to park on Brookline streets without being ticketed. These negotiations have resulted in policies that have a direct effect on parents who transport their children to/from school and to students who drive to school.

The following policies and procedures will be in effect:

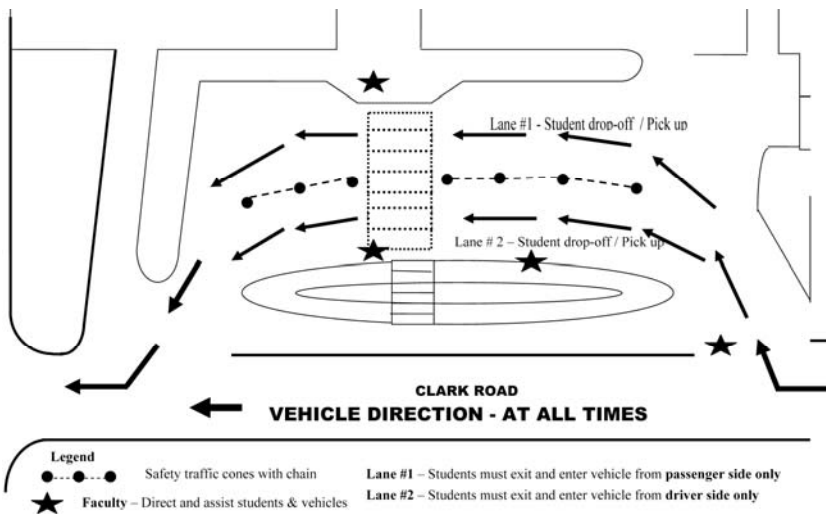
- As a result of our negotiations with the Brookline Transportation Board (BTB) and the Brookline Police Department (BPD), Brookline's on-street two-hour parking restriction will be **strictly enforced** for anyone parking on Clark, Philbrick, Buckminster and Clinton Roads. The BTB, BPD and neighbors will be monitoring us on a daily basis. The BPD will issue tickets to all offenders. The ONLY exceptions to this restriction will be faculty members who have paid for permit parking under this trial program.
- For all Maimonides vehicles, Philbrick and Clark Roads are one-way traveling towards Rte 9. (Neighborhood residents may travel in both directions before 7am and after 6pm.)
- Clark Road: vehicles may only park on the right side of the street going towards Rte 9; there is NO parking on the left side of the street.
- Buckminster Road: vehicles may only park on the right side of the street going towards Rte 9; there is NO parking on the left side of the street.
- Parking is NOT allowed directly opposite any neighbor's driveway at anytime. This policy is crucial to maintaining a positive relationship with our neighbors!
- Due to traffic congestion and potential safety concerns on the Brener Campus (Clark Road), we are required to institute a modified drop-off and pick-up for all students. There is no faculty or visitor parking in the Brener driveway from 7am to 6pm. The driveway will become a two-lane system, allowing more efficient traffic flow and greater egress for any emergencies.

The following are **always prohibited**:

- Double-parking
- Parking on the sidewalk
- Stopping in the middle of the street
- Using neighborhood driveways for any purpose
- Parking anywhere in the school driveways
- Parking on Philbrick Road next to the flagpole island

**Brener Student and Vehicle Daily Drop-off/Pick-up:**

- Faculty members will be assisting students/vehicles at all times. Parents must follow directions from these faculty members.
- Parents/drivers must have their child’s placard visible in vehicle in order to be able to enter driveway. Vehicles without a placard will be sent to loop around via Rte 9 until the driveway has been cleared.
- NO Parking in the driveway at any time.
- Should there be more than 15 vehicles in line on Clark Road, you will be requested to loop around via Rte 9 and Sumner Road back to Clark Road.
- Right turn only when exiting the Brener driveway – NO EXCEPTIONS.



**Inclement Weather, Closings/Delays, Weather Dismissals**

- Information regarding school closings or delays will be posted immediately on the front page of the school website, **www.maimonides.org**, and on the recorded greeting on the school’s main phone line (617-232-4452).
- Updates are also available on radio station WBZ (1030 AM) and television stations WBZ-TV (Channel 4), WCVB (Channel 5), and WHDH (Channel 7).

- Unless you hear a specific announcement that Maimonides is delaying the start of the school day, you should assume that school will start at the regular time.
- If severe weather develops during the school day, parents should listen to the radio or TV and check our website for up-to-date dismissal announcements. Please note that because many of our students travel considerable distances to and from school, we must tend toward early dismissal when weather conditions begin to deteriorate. If you wish to pick up your child early on snowy days, please feel free to do so by going to the school office and asking for him/her to be dismissed.
- All after-school activities are canceled whenever there is a weather-related early dismissal.

## Library

**Resources:** Maimonides students have the benefit of a school library, featuring collections of print, audiovisual, and multimedia materials in both English and Hebrew. The library houses fiction, non-fiction and reference materials that are specifically geared toward our students' ages and interests.

**Donations:** Parents, grandparents, and friends of the school are encouraged to make donations to the school libraries. The PTA maintains a Birthday Book Club to help families and friends donate books in honor of student birthdays. Parents will be contacted in advance of their child's birthday to be invited to participate. Further information is also available in the PTA section of the school website. General library donations should be made payable to the school with a memo designating that the gift is to the Libraries, and checks should be sent directly to the library staff. Parents wanting to make donations of used books or other materials should contact the librarians as well.

**Return of Materials:** Parents are asked to help their children return library materials on time. If materials are lost, parents will be expected to pay for their replacement. Families must be in good standing with the libraries in order to receive spring report cards at the end of each year.

## Special Activities

Some examples of special activities throughout the school year include:

- Rosh Hashana           Shofar Factory for 5<sup>th</sup> Grade; Midot Program
- Sukkot                   Simchat Beit Hashoeva
- Chanukah               Class Plays; Sufganiyot; Candle Lighting; Olive Oil Press Workshop (3<sup>rd</sup> Grade)
- Fall/Winter             Science Fair (Grades K-5); 100<sup>th</sup> Day of School
- Chaggigot               Grades 1 and 2
- Purim                    Carnival
- Pesach                   Matza Factory (K-2)
- Yom HaAtzmaut        Special programs, food, and dancing; Yom Ivrit

- Spring PTA Book Fair; Grandparents and Special Visitors Day; Color War/Maccabia; 5<sup>th</sup> Grade Siyum; End-of-Year Celebrations

Students may have opportunities to participate in:

- Plays;
- Assembly presentations;
- Choirs;
- Rosh Chodesh pizza lunches;
- Elementary School orchestra;
- Individualized music lessons;
- Sports;
- Chugim;
- After-school programs;
- Yearbook;
- Field trips;
- Math Team;
- Israeli dancing;
- Shulchan Ivrit;
- Chesed visits to nursing homes;
- Letter-writing to Israeli and American soldiers;
- Collection of toys, games and food for people in need;
- Israeli pen pals;
- Fundraising for Israel;
- Volunteering to assist younger students.

We are grateful to many, many people—especially the PTA—who donate time, money, and necessary equipment to make these activities possible.

## After School Opportunities

Information about all after-school activities—including rates—is available from the Director of After-School Programs, Deborah Mehl, at x305, as well as posted on the Maimonides website.

- **After-School Recess:** Students in Grades K-2 who need to stay at school from 3:00–3:45 PM to wait for the bus, a carpool, or Mate5 may be supervised at After-School Recess. To sign up, parents should complete the Arrival/Dismissal form that is mailed by the school office in July.
- **After-School Program:** Our extensive After-School program allows students to participate in a variety of fun and interesting activities. Classes for Grades K-2 take place from 3:00–3:55 PM; classes for Grades 3-5 take place from 3:55-4:50 PM. A brochure detailing the classes offered each semester is sent home early in the school year.

- **MateS (Maimonides After-school Time ExperienceS):** In addition to the After-School Program and After-School Recess, MateS is offered Monday through Thursday and consists of two sessions. The first is from 3:45-4:45 PM and the second is from 4:45-5:45 PM.

In Session 1, students enjoy a snack, complete their homework with supervision, and participate in interactive activities. In Session 2, organized sports or arts and crafts activities are conducted.

Students may attend either or both sessions on a regular or drop-in basis. Please contact Deborah Mehl for further information and registration forms.

## Professional Days and Faculty Meetings

In order to afford our faculty the opportunity to participate in professional development to enhance the education of our students, we have scheduled several days during the year for professional days and early dismissals for faculty meetings. Please consult the school calendar so you will be able to make any necessary childcare arrangements in advance.

## Food

- **Reusable Containers:** We encourage parents to pack food and drinks in reusable containers when at all possible.
- **Peanut Free:** The Maimonides School is a peanut-free environment, meaning that children should not bring foods with peanuts or tree nuts *listed in the ingredients*. Foods may contain traces or have been processed in a plant that also processes peanuts and tree nuts.
- **Dairy and Meat:** The Brener lunchroom is divided into meat and dairy tables, and children are asked not to share their food with each other.
- **School Events:** Every effort is made to include healthy food choices at school events and celebrations.
- **Food Considerations:** Please note that student lunches are not refrigerated, and some bread should be included each day so that they can wash and say Birkat HaMazon. Students in Grades 1-5 should bring lunch every day and snacks for each recess. . Kindergarten students should bring lunch only as snacks in are provided by the school. Students in Grades K-5 in after-school programs should bring an additional snack.
- **What Not to Pack:** Glass containers of any type are not allowed for safety reasons.
- **Milk:** Milk – regular, lowfat, nonfat, and lactose-free – is provided daily.
- **Pizza:** The PTA provides pizza on Rosh Chodesh school days to those students whose parents have ordered it in advance. Please consult the school calendar for exact dates. An order form can be downloaded from the PTA section of the school website.
- **Lunch Program:** Dushez Catering provides a lunch option on Tuesdays and Thursday for those students whose parents have ordered it in advance. The form is included in the summer mailing and available in the school office.

## Health Procedures

Maimonides maintains a health office in the Brener Building staffed by registered nurses who are available during most school hours. The nurses maintain health records, communicate health concerns, formulate and maintain health policies, and are on hand to address issues as they arise. They also participate in informal health education and collaborate with science teachers on certain lessons.

Standing orders and health protocols—approved by the school's consulting physician—are kept in the nurse's office. If a student experiences a minor illness or injury, he/she is sent to the nurse who will appropriately evaluate the health complaint, perform a physical examination, and implement an intervention. Parents will be notified of any significant findings and nursing actions, as well as recommendations for necessary follow-up care.

Any significant illness or injury that occurs during school hours is reported to the principals and the child's parents. In the case of significant injury, an accident report is filled out by the witnessing faculty member and the school nurse on duty.

Designated faculty and staff have been trained and certified in CPR, as well as in EpiPen administration for children with documented allergies. Office staff members provide basic first aid in the absence of the school nurse, but may not administer medication. When students leave school for field trips, the accompanying faculty will be provided with first-aid kits.

**Emergency Information:** Emergency information containing parents' phone numbers and emergency contacts are kept in the Elementary School. (Students will not be permitted to attend school if a current emergency card is not on file.) In case of a serious emergency, school personnel will call 911 and escort your child to the emergency room at Children's Hospital via ambulance. Parents and the child's physician will be immediately notified.

**Health Forms:** Maimonides School requires parents to fill out and submit an annual student health history for each child. Upon matriculation to the 4th grade, parents must submit a form documenting a physician's examination of the child and the administration of immunizations. Please request an additional form if your child has asthma and/or severe allergies requiring an EpiPen.

**Immunizations:** A state-compulsory school immunization law requires students to be vaccinated. Exemptions are permitted for medical and religious reasons with appropriate documentation. Students are not permitted to attend school if their immunizations are not up to date and fully documented. Forms should be submitted to the office before the beginning of the school year.

**Illness:** Children should not attend school if they are ill. Students with fever, diarrhea, or vomiting are required to remain home for at least 24 hours following these symptoms. If a student has a contagious condition, such as strep throat, that requires antibiotics, he/she should not return to school until the antibiotics have been in effect for 24 hours. The school nurse should be kept informed regarding these circumstances.

Should your child have a medical reason for not being outdoors on a given day, please send a dated and detailed note so that they can spend this time outside the school office.

**Lice:** Head lice are usually transmitted by direct contact with infested persons, their clothing, hair accessories, or hats. Children should be reminded by parents not to share hats, Kippot, combs, brushes, barrettes, or the like. Information about head-lice control is available in the nurse's office.

Our school nurses conduct a required head-lice check for students in the fall before school begins. Consult the school calendar for details. Parents are requested to check their children's heads carefully before the start of school and routinely throughout the year. If a student is found to have lice or nits, he/she will be sent home for appropriate treatment and complete nit removal. The child's head will be checked upon readmission to school, and if nits are still present, the child will not be permitted to remain in school. Once a child is able to be readmitted, he/she will be re-checked by the school nurse periodically for one month.

**Medications:** In accordance with state law, all medications—both prescription and over the counter—must be stored securely in the nurse's office. Students are not allowed to self-dispense medication. Under specific conditions, allowances can be made to allow a child to carry medication under the school nurse's supervision.

- **Regular Medications:** Children requiring medication on a regular basis must have completed parental consent and physician forms on file. The appropriate forms are available in the nurse's office.
- **Short-Term Medications:** Short-term medications such as antibiotics do not require a physician's form as the pharmacy label on the bottle is sufficient. However, a parent consent form is necessary. The appropriate forms are available in the nurse's office.
- **Non-Prescription Medicine:** The administering of non-prescription medication requires a parent note that details consent as well as the child's name, medication type, dates in effect, and dosage.
- **Inform the Nurse:** Parents are asked to keep the nurses informed of all medications students may be taking, even if they are not dispensed at school. In the case of a medical emergency, it may be essential for the nurse to have this information.
- **Medication Labels:** Medications must be delivered to the school by an adult in a pharmacy or manufacturer-labeled container, as the nurse may not dispense them without having met these conditions. Pharmacies provide separate, labeled bottles for school and home at no extra cost. No more than a 30-day supply should be delivered to the school. Left over medications may be picked up by the parent, or will be disposed of by the school nurse after a reasonable period of time has elapsed.
- **Year End:** All medications must be picked up by parents from the nurse's office before the last day of school. The nurses will dispose of the remaining medications.

**Communication:** Open communication between parents and the school regarding health issues enhances our ability to provide appropriate care for your child. The nurses are available throughout the school year to discuss your child's health concerns.

## **Class Placement**

Classroom teachers, specialists, support services teachers, and administrators coordinate the class placement of each student. There are many factors that go into these decisions, and they are carefully approached by the school. Class lists are mailed out to families in the early summer, and a final class list is sent out in late August.

## **Volunteering**

Many opportunities exist for parents and grandparents to serve the school by volunteering in the libraries, at PTA events, and in special programs. Tasks and time commitments can be tailored to the interests and availability of the volunteer. For more information, please contact the school via e-mail at [info@maimonides.org](mailto:info@maimonides.org).

## **Family Learning**

On approximately eight Sunday mornings each year, families get together to learn Torah and engage in related activities. Following a light breakfast, texts are distributed in Hebrew and English for parents to learn with their children. This Chavruta time is followed by a presentation by a parent or teacher. We encourage parents to participate in this unique opportunity to study with their children.

We look forward to an outstanding year!

**שנה טובה!**

## Appendix: Who(m) to Call for What

These are SUGGESTED first points of contact for a variety of school topics. All of our faculty members are open to parent questions at any time and will make an effort to guide you toward the best resources for your area of inquiry. When in doubt, please call the Elementary School office, x300.

The main phone number is **(617) 232-4452**.

<b>Topic</b>	<b>Suggested Elementary School Resource</b>
Absence (reporting)	ES Office x300
Academic policies	Rabbi David Saltzman x311 or Reena Slovin x313
Academic records	ES Office x300
After-School program	Deborah Mehl x305
Arts education	Anne-Marie Moore x335
Athletics (participation, scheduling)	Debbie Caban x316 or Ernie D'Agneili x131
Assignments	See Homework
Bar/Bat Mitzvah scheduling	Email <a href="mailto:maimosimchalist@gmail.com">maimosimchalist@gmail.com</a> or see online simcha calendar (password-protected): <a href="http://www.maimonides.org/pwDocs/simchaCalendar.php">www.maimonides.org/pwDocs/simchaCalendar.php</a>
Behavioral questions (concerns, observations, inquiries)	Rabbi David Saltzman x311 or Reena Slovin x313
Billing	See Tuition
Bus/transportation (routes/service)	Merv Alge, Director of Operations x427
Bus/transportation (billing)	Arline Tannenbaum, Operations Administrator x425
Bus/transportation (report absence)	ES Office x300
Calendar	ES Office x300
Camp recommendations	Rabbi David Saltzman x311
Change of address	ES Office x300
Curriculum questions	Rabbi David Saltzman x311 or Reena Slovin x313 or Barry Ehrlich, Director of Curriculum & Instruction (Gr. K-12) x119
Dietary/medical concerns	See Health Concerns
Development (fundraising)	Josh Sandler, Development Officer x410 or Mike Rosenberg, Director of Community Relations x405
Developmental concerns	See Student Support
Dress code	Rabbi David Saltzman x311 or Reena Slovin x313
Extracurricular activities	Deborah Mehl x305
Family Learning	Rabbi David Saltzman x311
Family issues (reporting)	Katie Hillman, ES Social Worker x318
Financial Aid	Arline Tannenbaum, Operations Administrator x425

<b>Topic</b>	<b>Suggested Elementary School Resource</b>
Fundraising	See Development
Grading policy	Classroom teacher
Grandparents & Special Visitors Day	Mike Rosenberg, Director of Community Relations x405
Halachic questions	See Religious Questions/Issues
Hebrew language	Galit Grutman, Rakezet Ivrit/Director of Hebrew Language x137
Health concerns	Robin Shuman, Nurse (Brener Bldg.) x406
Homework	Classroom teacher
Lateness	ES Office x300
Learning disabilities	See Student Support
Lost & found	ES Office x300
Lunch (ES Hot Lunch only)	Maryn Herberg x301
Medical issues (reporting)	See Health concerns
Music program	Emily Bilodeau x374 or Deborah Mehl x305
Parking	Merv Alge, Director of Operations x427
Physical issues (reporting, inquiring)	See Health concerns
Prospective student recruitment	Ariella Brunwasser, Director of Admissions x409
PTA	2011-2012 Co-Presidents, Tami Wald and Shari Lederman (see family phone directory)
Religious questions and issues	Rabbi David Saltzman x311
Remedial learning	See Student Support
Report cards (copies/online access)	See Academic Records
Report cards (content)	Classroom teacher
Schedules	ES Office (x300)
Simcha scheduling	See Bar/Bat Mitzvah Scheduling
Social/emotional concerns	Classroom teacher or Katie Hillman, ES Social Worker x318
Special needs	See Student Support
Standardized testing (SAT, ACT)	College Counseling Office: Tamar Gelb x125 or Christopher Dore x117
Student progress	Classroom teacher
Student support	Maxine Zizmor x302 or Brenda Hefter x106
Tardiness	See Lateness
Transcripts	See Academic Records
Tuition	Arlene Tannenbaum, Operations Administrator x425
Tutoring (recommendations)	See Student Support
Volunteering	See PTA or refer to specific areas in which you are interested in volunteering
Website (content or format)	Naomi Ribner, Director of Communications x417





